

They are institutional autonomy, librarians' negative attitudes, lack of library support by the university central administration, and the lack of a full-time central coordinating agency empowered with line authority, direct access to appropriations, and recourse to statistical data. These conclusions emerge inescapably from the evidence in the narrative. For example, Myrick reports that in 1971 a simple one-card union catalog was started at Hunter, a procedure which is, as Myrick notes, almost identical to a proposal made by Margaret Rowell in 1955. Four reports from different consultants (and a proposed resolution from the CUNY Librarians' Association [LACUNY]), submitted over a period of five years, proposed the creation of some form of coordinating office.

All were, in the first instance, rejected. When the dean's office finally was created, it lasted less than two years, 1969-71, and the post has not been filled since. In 1966 the university commissioned a study by Felix Reichmann and Irlene Stephens on the feasibility of centralizing technical processes. The resulting report listed sixty-seven specific recommendations. By the time it had been revised and rewritten in response to comment and criticism by the Council of Librarians, "there were now thirteen recommendations, not one of which had any direct connection with technical services. Of the remaining 66 recommendations, only three had been implemented by July 1974," LC conversion, application to (and denial by) ARL, and the union catalog at Hunter.

What of CUNY libraries now? All the senior colleges are in OCLC, and technology will clearly solve many of the mechanical problems which so beset the early attempts at library coordination. But the real problems will remain. How will the libraries respond to the crisis? By pulling together or by tugging apart? Will the university (librarians and administration) now realize and act on the need for strong central coordination?

Libraries must coordinate their activities if they are going to survive, and it is my view that libraries in a multicampus university have a better chance or opportunity than anyone else. Not that the problems are less difficult or the politics any easier, they are not. But at least the goal should be

more clearly definable. Multicampus libraries should be the pathfinders, not the laggards, for if they can make library coordination work, then there is hope for the independent campus library. If they can't, our fate is deserved.

But it is easy to be critical. The terrible truth is that while there are heroes and heroines, there are no villains (although some are shaded grey); only doubt, fear, unawareness, disdain, and other human frailties.—*Glyn T. Evans, Director of Library Services, State University of New York Central Administration.*

Welsch, Erwin K. *Libraries and Archives in Germany*. Pittsburgh: Council for European Studies, 1975. 275p. \$4.95, U.S., \$5.95, foreign. (Order from: University Center for International Studies, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, Pennsylvania 15260.)

For American researchers planning an itinerary of German libraries and archives, Welsch's "handbook" will become as much part of their baggage as a railroad schedule or the *Michelin Guide*. Those who have studied in Germany can only regret that this work was not available earlier, for Welsch's book can save the student much time and inconvenience.

The author lists almost every major research library and archive in the Federal Republic and, to a lesser extent, in East Germany. While the emphasis is on the social sciences, the author touches upon all disciplines. A seven-part format for each institution includes the address and the name of its director (it is advisable to write in advance and state one's special needs). The American traveling abroad will appreciate information concerning library hours and the vacation periods observed. The author tells us which libraries have *Sachreferenten* (subject specialists) who can render helpful and expert assistance.

In the U.S. we have become accustomed to quick access to the resources in libraries and archives, but public admittance to stacks is still relatively unknown in Germany. It has only been in the last decade that German institutions have adopted our philosophy of "readers' service."

There is a location guide listing the subject-area responsibilities of German librar-

ies. One wishes the author had incorporated this information in a general index. Especially welcome in Welsch's book is information concerning the availability of microfilm readers and copying facilities in each institution.

An example of the author's time-saving advice: In order to obtain authorization to use the pre-1945 files of the German Foreign Office (now located in Bonn), the researcher must present a letter of introduction from the U.S. Embassy. Similarly, the reader is advised as to the best procedure for gaining access to politically sensitive material in West and East Germany.

This book is a prerequisite for the scholar who wants to know all about the many libraries and archives in Germany, the size of their collections, and their outstanding holdings. A comprehensive bibliography following each listing enables researchers to do in-depth background readings on the institution they plan to visit. This volume will be a most useful addition to the reference collection in college and research libraries.—Kurt S. Maier, *Leo Baeck Institute, New York*.

Clack, Doris H. *Black Literature Resources: Analysis and Organization*. Books in Library and Information Science, vol. 16. New York: Marcel Dekker, Inc., 1975. \$17.50. (LC 75-23582) (ISBN 0-8257-6307-6)

The concern for proper organization of black resources is not new. As Arthur Spingarn assembled his vast personal library of black literature during the first half of this century, he knew early that bibliography, like book collecting, is never an end in itself. Nor is it ever complete. He simply mirrored the concerns of many collectors or scholars of black literature during his period and after. This small volume which Doris Clack has written is an extension of a continuing concern for the proper organization and analysis of resources in black history and culture.

In preparing the volume, Clack cites two areas as significant and worthy of addressing through the work. First, the text aims to fill at least a part of the void which exists in professional attention given to the problems of bibliographic organization of black resources and to inspire examination

of other areas of bibliographic organization in search of applications suited to black resources. Second, the text aims to facilitate the search for classification notation and index terms which have already been developed and which are used for arranging materials.

The author's primary concern is with the treatment of black themes in *Subject Headings Used in the Dictionary Catalog of the Library of Congress*. To address this issue, she attempts to define the rationale for the work in Part I, which is devoted to a brief historical look at subject analysis of black materials through citations to a few published works on the subject. Clack cites the work of Frances L. Yocum, pioneer in this area, whose subject headings for black themes had a marked influence on the development of black subjects in the Library of Congress list. While the author recognizes that the literature on this subject is limited, there is a conspicuous absence of reference to the work of Atlanta University and Annette H. Phinazee in sponsoring a conference which partially embraced this issue. In 1967 proceedings of the conference were published under the title *Materials by and about American Negroes* and included a number of recommendations worthy of consideration.

Part I of the Clack volume continues with brief discussions on "The Development of Black Literature Resources from an Historical Perspective" in which the author follows some of the paths of black history, attempts to show the nature of black literature from 1761 through the New Deal era of the 1930s, and discusses various conditions of the times which had an effect on black writings. Part I ends with "The Influence of Black Studies on the Development and Use of Black Literature Resources," which summarizes various studies and concludes that far too few libraries are providing personnel and finances required for the adequate support of black literature resources.

"Subject Analysis Schedules" is the focus of Part II and, for the most part, includes a list of all relevant subjects on black themes which were included in LC classification schedules, a list of relevant LC subject headings, and nonrelevant classification notation and subject headings which have